

148121

Name. *Phys.* [redacted]

Form. [redacted]

Subject. *Topic*

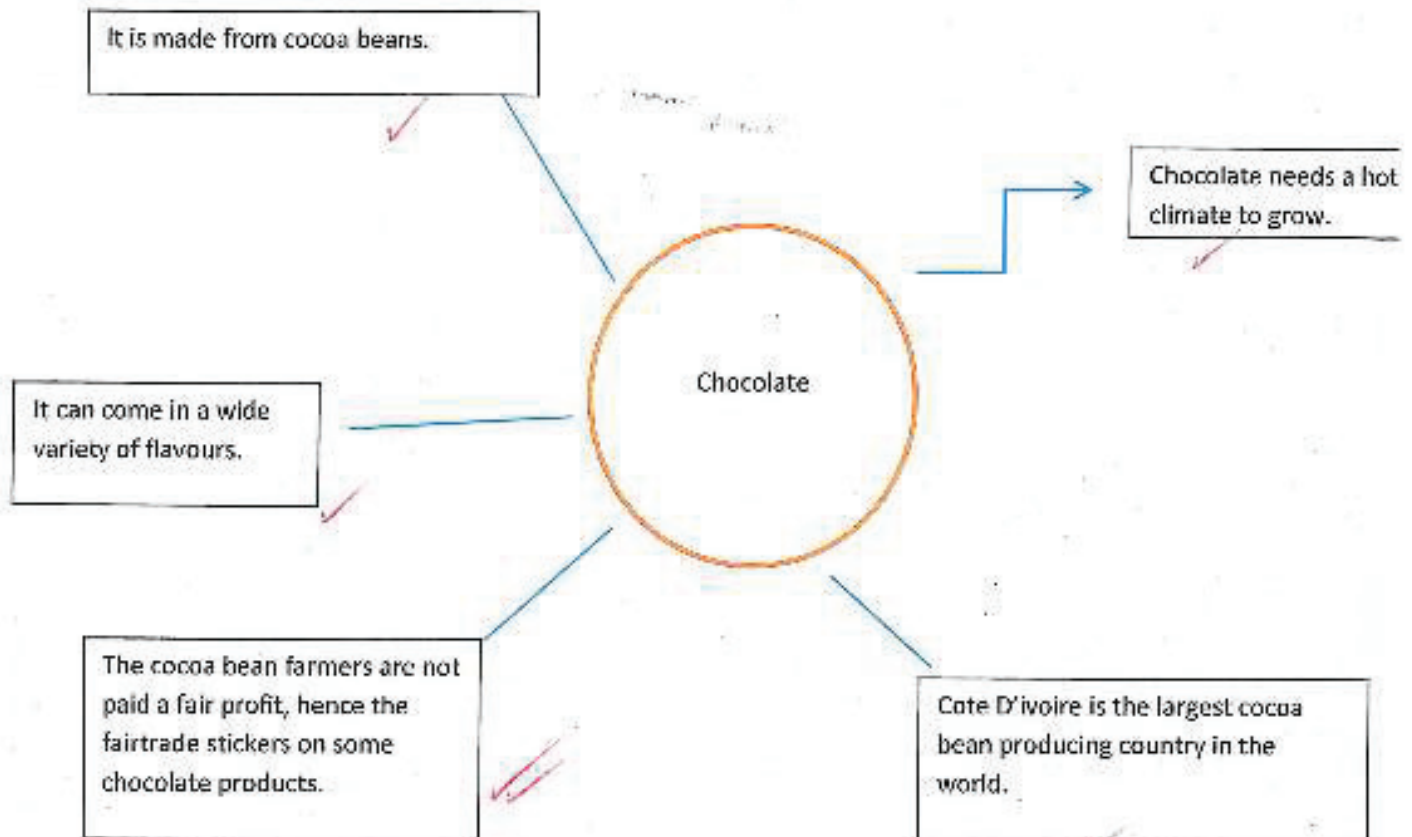
Topic Book

Two

Tuesday 6th February 2015

LO: What do I want to find out about chocolate and what do I know?

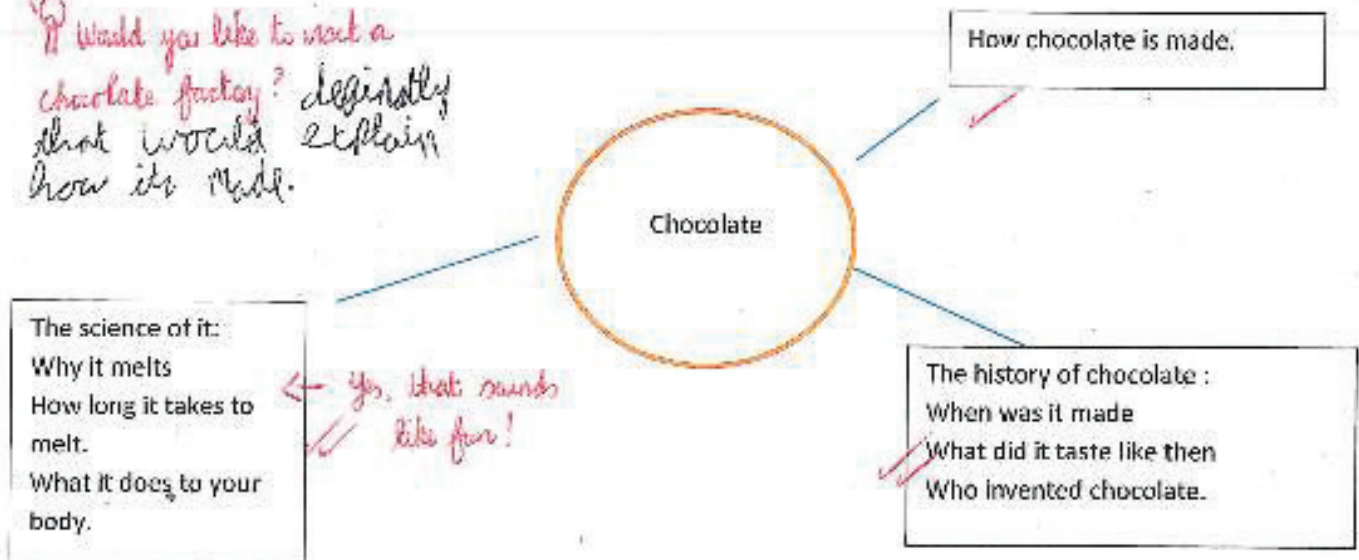
What I know about chocolate



I cannot wait to find out more about this scrumptious topic!!

What I would like to find out about chocolate.

Would you like to visit a chocolate factory? definitely that would explain how it's made.



Thursday 8th January 2015

LO: Can I research and write problems that cocoa farmers are faced with? // ① This is excellent research Rhys and I am very impressed with how you have incorporated the importance of Fairtrade. This piece of work is very informative.

What problems do cocoa farmers face?

3. beads ✓

90% of the world's cocoa is sourced from family farms in foreign countries, with not enough funds to earn a living off money from well-known companies such as Nestle. There are now roughly 6,000,000 cocoa bean farmers and the numbers are plummeting rapidly due to poor financial benefits. Many younger people attempting to find a job are not considering becoming a cocoa farmer as they are not satisfied with the amount of profit they will be receiving from this unfair job. Excellent research.

The international price of cocoa is rising, but the money going to the cocoa farmers is decreasing, and supermarkets are paying less and less. The demand for cocoa products is increasing but there is risk of damage and diseases to these trees as cocoa farmers are using different methods of farming which could potentially kill the trees if these methods are to be continued being used. Due to this crisis the amount of supplies are diminishing and complaints are being made by well-known chocolate companies.

Also these poor unfortunate cocoa bean farmers suffer dangerous diseases and sometimes cuts and wounds. Fairtrade is a company put together to stop this horrible situation and it would be a great help to these farmers if we bought and supported the Fairtrade business. I agree!



By Callum m and Rhys



💡 what does plummeting mean? Dropping. ✓

💡 what other Fairtrade products can you buy? Bananas, Cocoa, Gold, etc. ✓

LO: Can I write interesting facts about Ghana? Tuesday 13th January 2015

Ghana

Capital City: The Capital city of Ghana is Accra ✓

Population: There are 25 million people in Ghana ✓

Where is Ghana? Ghana is in Africa next to Cote D'Ivoire and Togo. ✓

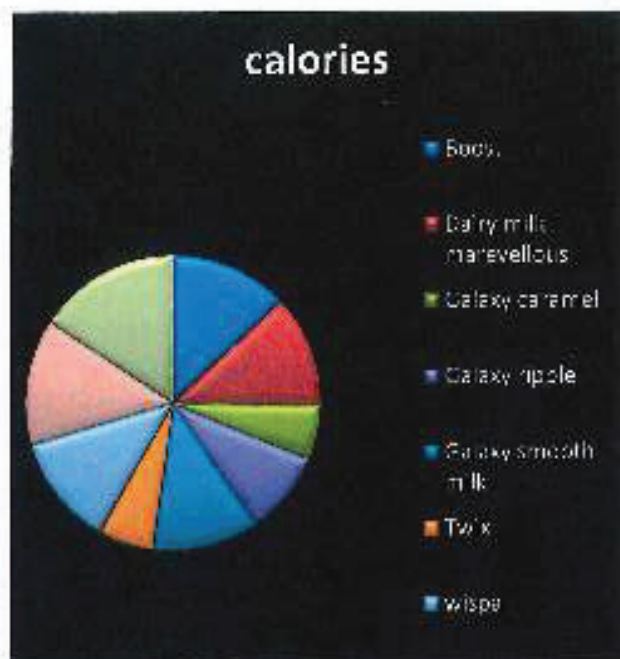
What have you learned about Ghana?

- The language spoken in Ghana is English.
- Ghana's currency is Ghana Cedi (GHS).
- Ghana is the second biggest producer of cocoa beans in the world.
- Ghana's main exports include Oil, gold, cocoa, timber, sugar, diamonds, and aluminium.
- Ghana's population density is 102 per sq.KM.
- Ghana has a lot of army.
- Ghana's main imports include Capital equipment, petroleum, food types. ✓
- In the south east of Ghana it is warm and dry in the north it is hot and dry but in the south west it is warm and humid.

Great job Rhys !!! thanks

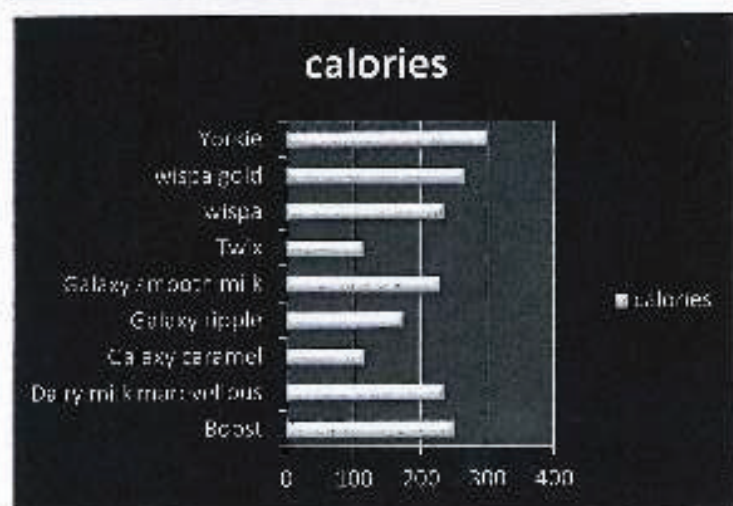


Tuesday 20th January 2015
 LO: Can I use Excel to sort data? (I)



→ a pie chart to show the amount of calories in chocolate bars.

1
 this does not work ✓



→ a bar graph to show the amount of calories in chocolate bars. ✓

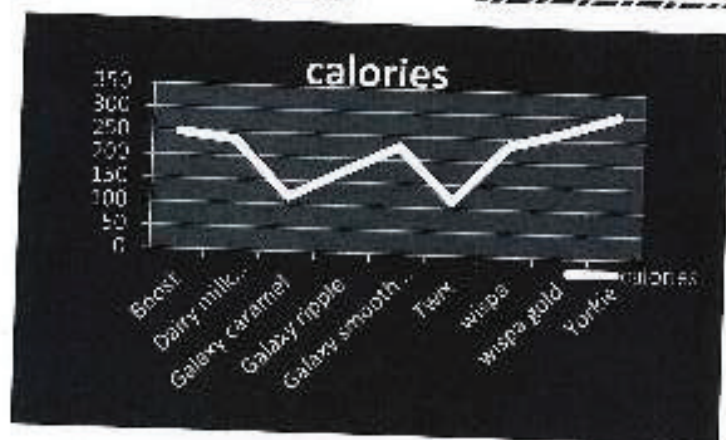
The easiest to use is the ^{bar} line graph as all the others are rounded to the nearest ten ~~and~~ but the line graph is precise. ✓
super ICT skills applied to our topic.

A table to show
the calories of chocolate
bars from lowest to highest ✓

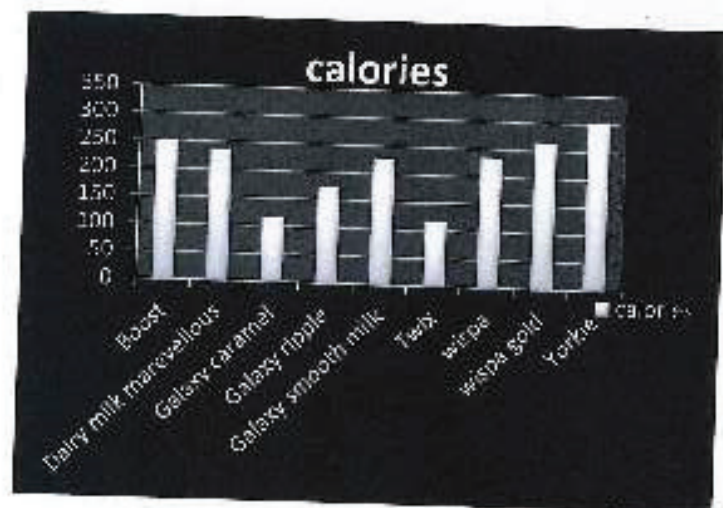
chocolate bar	calories
Twix	115
Galaxy caramel	116
Galaxy ripple	174
Whispa	215
Galaxy smooth milk	228
dairy milk marvelous	235
Boost	250
Wispa gold	265
Yorkie	302

A table in alphabetical
order to show the calories
in chocolate bars ✓

Chocolate bar	calories
Boost	250
Dairy milk marvelous	235
Galaxy caramel	116
Galaxy ripple	174
Galaxy smooth milk	228
Twix	115
Whispa	215
Wispa gold	265
Yorkie	302



a line graph to
show the amount
of calories in chocolate
bars ✓



a bar chart to
show the amount
of calories in chocolate
bars ✓

I can make a table and add borders. ✓✓

I can add colour fill ✓

I can sort using custom sort ✓✓ Achieved

I have sorted my table lowest to highest in calories

The pie chart can't work because it is not the same chocolate bars
and we are comparing individual chocolate bars.



A ridge collects
the flower pollen
on its body and
carries it to another
flower.
What term do we
call this?
Pollination ✓



Cocoa bean farmer
harvest the cocoa fruit ✓

How does the farmer know
when they are ready to be
harvested? they turn
yellow or orange or red. ✓✓



a cocoa pod
can hold up to
20-50 cocoa
beans ✓

The beans
are left
to ferment
in a dark
box ✓



The beans
are left to
dry for 2
weeks in
the sun. ✓



The beans
are roasted
for 30
minutes. ✓



The beans ground
into fine paste
in a mortar and
pestle. ✓



For added
treaty and
sugar ✓



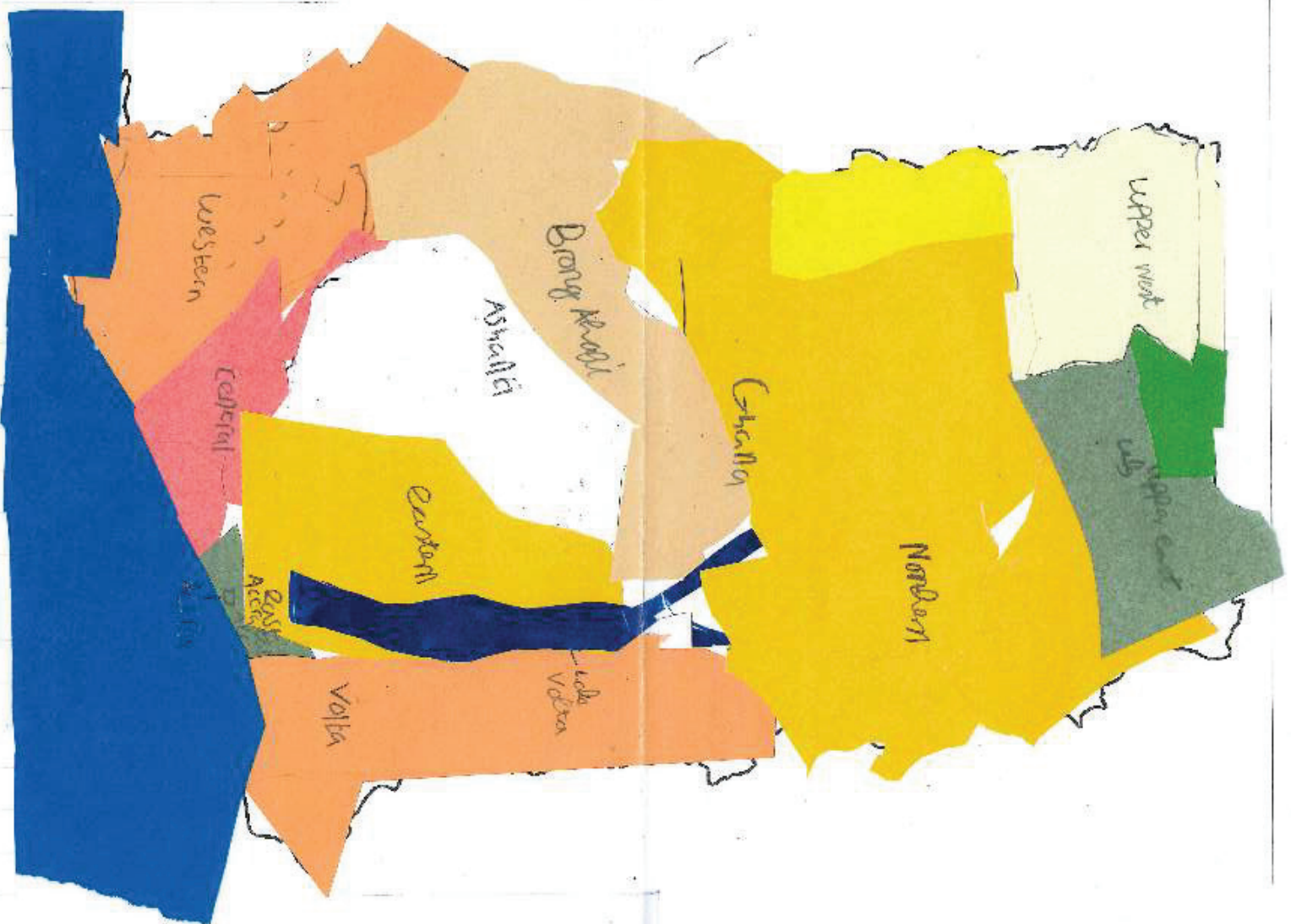
The liquid is
poured into
moulds to be table
ready for eating. ✓



⊕ our Rhys 200
is a very good chocolate
explaining the process of
how chocolate is made.

BOSS BAT

] Sunday 5th February 2015
 L.C. can I make a collage map of Ghana ✓ I

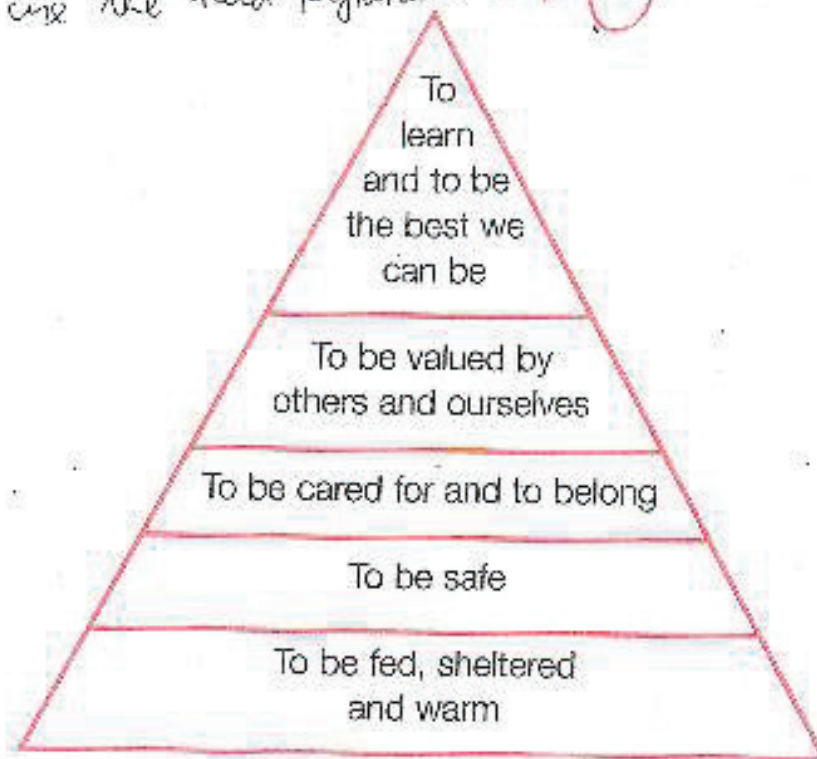


Could you improve it? I could be more precise with my cutting. ✓

Good job Rhys! Clearly defined areas.

Date: 5.2.15

LO: Can I use the "need pyramid"? ✓✓ (I)



1. I know I have been the best I could be because all the teachers and my friends are proud of me as they always say well done. ✓

2. I know that I am valued because people laugh and talk to me and they are always friendly. ✓

3. I am cared for by my family and I belong to my school and my scout group. ✓

4. I am safe because I have teachers and parents that would put me before themselves. ✓

5. I am fed by my parents. I ^{have} ~~live~~ in a spacious cosy house and I have clothes that keep me warm. ✓

You are a valued member of

Rhys.

102-18

111-63

Lo. Conf. 3

✓✓(I)



A real individual mask. Well done!

7.3.2.15

What can I do to burn off the calories in chocolate?

	Sleeping 50 Cal/Hour		Walking (Pace) 250 Cal/Hour
	Driving 130 Cal/Hour		Walking to Work 220 Cal/Hour
	Using the Lift 30 Cal		Climbing the Stairs 75 Cal
	Watching TV 50 Cal/Hour		Swimming 400 Cal/Hour
	Reading 80 Cal/Hour		Gardening 215 Cal/Hour
	Dancing 80 Cal/Hour		Football/Sport 384 Cal/Hour
	Classroom Lessons 130 Cal/Hour		Practical Lessons 228 Cal/Hour

	A	B
35	Chocolate Bar	Calories
36	Tuna	335
37	Bacon	250
38	Boat/Miscellaneous Questions	335
39	Calorie General	335
40	Calorie/Trip	335
41	Calorie/Work	225
42	Wings	215
43	Wings Gold	265
44	Pork	302

Tim

My favourite is a Boost, 250 calories! So I could swim for half an hour and read for about half an hour and I would have burned about 240 of those calories!

No, take the dog for a walk for 30 minutes and watch telly for 40 minutes!

Tom

Who is right? Prove it! What else could they do?

Tim

Able to make general statements of his own, based on available evidence.

See Pt 2 3 pages ahead. *Didch!*

$$250 = \text{Boost}$$

$$\text{Swim 30 minutes} = 200 \text{ Cal} \checkmark$$

$$\text{Reading} = 80 \div 2 = 40 \checkmark$$

$$\begin{array}{r} 200 \\ 40 \\ \hline 240 \end{array} \checkmark$$

Tom

$$250 = \text{Boost} \checkmark$$

$$\text{Walk dog } 220 \div 2 = 110 \checkmark$$

$$\text{Watch TV } 40 \times 60 = 2400 \checkmark$$

Tim was right because if you do his exercise then you would burn 110 more calories than Tom.

$$\begin{array}{r} 2400 \\ 110 \\ \hline 2510 \end{array}$$

11.2.15

LO: Can't draw a line graph showing two sets of continuous data? *✓* *Ⓢ*

	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec
Ghazal (°C)	27.5	27.5	28.0	28.0	27.0	26.2	25.0	24.4	23.0	20.2	27.0	27.0
Water (°C)	6.5	6.5	8.5	11.0	14.5	16.8	10.1	18.8	16.2	12.5	9.3	7.4

1. What was the lowest temperature recorded on the chart?
6.5°C *✓*

2. In which months were the highest temperatures recorded?

April and May for Ghazal. *✓* *Ⓢ* *check*

3. What is the difference in temperatures between Ghazal and water in the month of May
13.5°C *✓* *Ⓢ* *check*

4. How much colder is it in the water than Ghazal in the month of August?
5.2 *✓* *well worked out.*

5. Estimate the average temperature for both water and Ghazal half way through the month of October?

Water = 11°C *✓*

Ghazal = 26.5°C *✓*

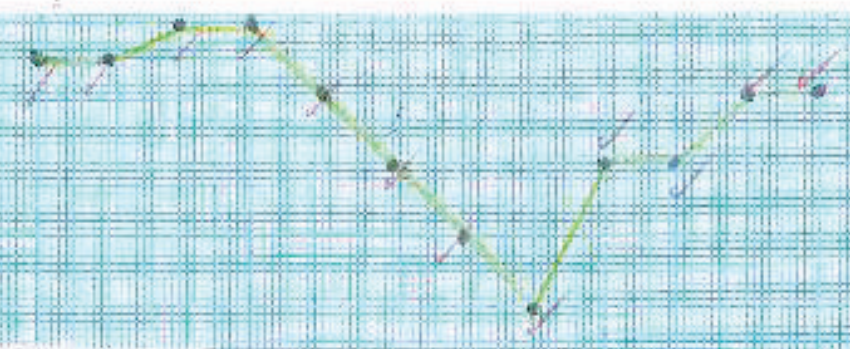
✓ *great use of intermediate points.*

6. Explain the story of temperatures in water and Ghazal were they biggest? How?

Ⓢ Please complete hyp.

28
27
26
25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0

Able to construct and interpret a line graph (topic work).

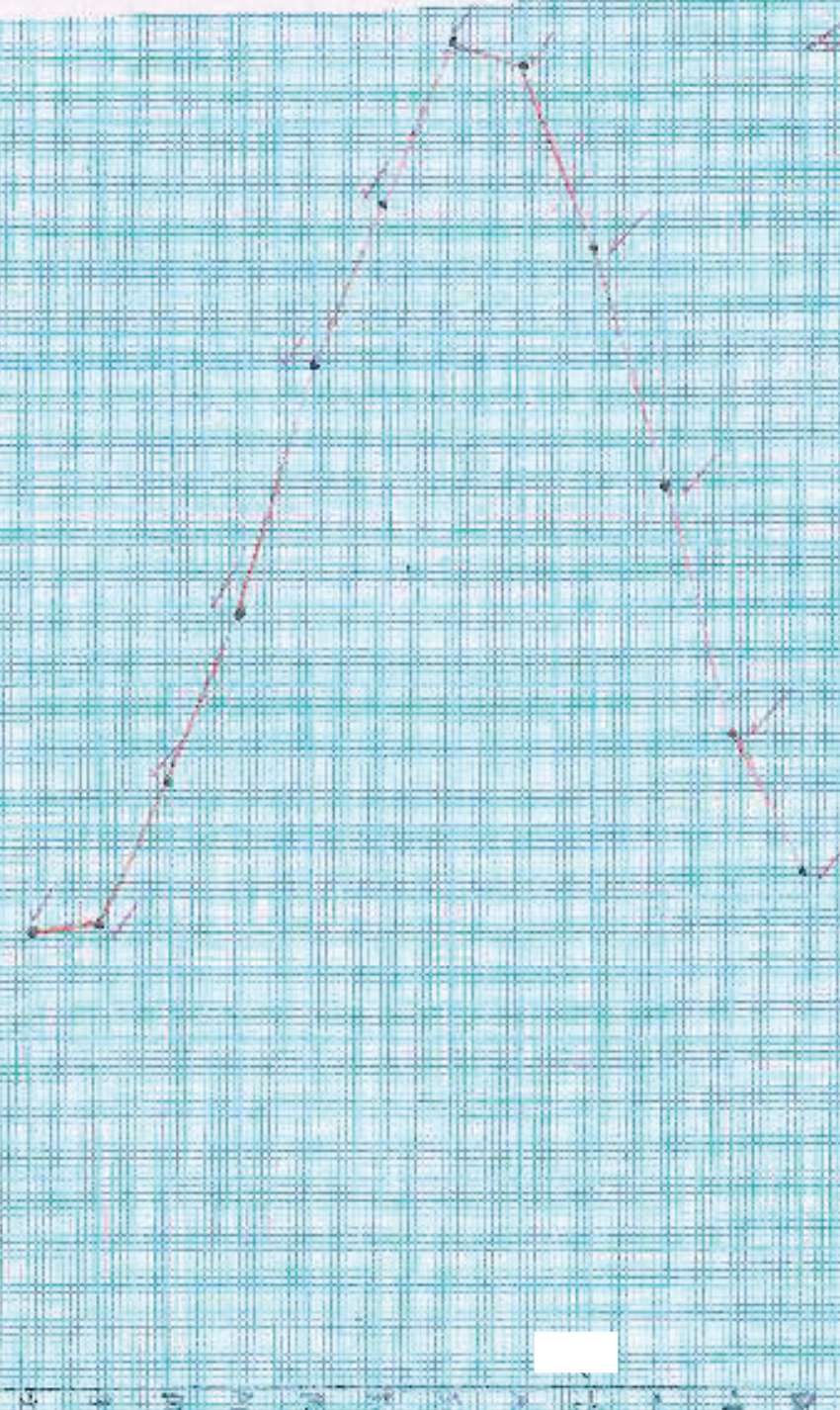


A line graph to show the average temperature in °C at Woburn and Chelmsford.

■ - Woburn
● - Chelmsford

This is a line graph.

Temperature in °C



End month

What else could you do?

Gardening 1 hour = 215 Cal ✓

Driving 15 mins = 32.5 ✓

Football/Sport 30 mins = $380 \div 2 = 190$ ✓

Sleep 1 hour = 66 Cal ✓

215
32.5

247.5
190
66

403.5

Q: What is your favourite chocolate bar? What could you do to burn off the calories?

Whisper Gold = 265 ✓

Swim 30 mins = 200 ✓

Drive 30 mins = 65 ✓

200
65

265

⊕ you are very capable of justifying your choices Rhys.

Q: Choose another chocolate bar and work out what you could do to burn off the calories using 'half an hour' and 'quarter of an hour' of various activities.

Twix = 115 calories

Walking 15 mins = 20 Cal ✓

30 min practical lessons = 110 Cal = 130 Cal ✓

ABSENT - 24.2.15 due to attending choir practice.

LO Can I make a Ghanaian mask using my
design. ✓✓ (I)

I loved your completed mask.



What a busy
 ✓

Tuesday 10th March 2015

L.O. Can I evaluate my character work? ✓✓ (I)



PPA-CT



2 STARS



I included my hobbies ✓



I accurately used paper mache. ✓

1 WISH

Next time I could use more vibrant colours.



17.3.15

Let's can I apply my mathematical knowledge to solve problems.

Undoubtedly can apply mathematical knowledge to solve these problems

1. There are 213 chocolates in a box. I have 24 friends. How many chocolates do I have?

$$\begin{array}{r} 213 \\ 24 \\ \hline 852 \end{array}$$

Answer = 5112

$$\begin{array}{r} 4260 \\ 852 \\ \hline 4260 \\ \hline 5112 \end{array}$$

2. A factory would the budget machine can produce 436 bars. Estimate how many bars are produced in 35 minutes.

$$\begin{array}{r} 436 \\ 35 \\ \hline 2180 \\ \hline 13080 \end{array}$$

Answer = 15260

$$\begin{array}{r} 13080 \\ 2180 \\ \hline 15260 \end{array}$$

!!! you are very close! Re-look at this, ok
yes, you've got it! Yey!!!

3. A large bar of dairy milk weighs 654 grams. How much are 23 bars weigh?

Answer = 15,042 grams

$$\begin{array}{r} 654 \times \\ 23 \\ \hline 1962 \end{array}$$

$$\begin{array}{r} 13080 \\ \hline 15042 \end{array}$$

$$\begin{array}{r} 13080 + \\ 1962 \\ \hline 15042 \end{array}$$

There are 50 children in Year 6. 20% of them prefer white chocolate to milk chocolate. How many pupils prefer milk chocolate?

$$10\% = 5 \text{ children}$$

$$20\% = 10 \text{ children}$$

Answer: 40 pupils prefer milk chocolate.

$$10 -$$

$$50$$

$$\hline 40$$

5 Chocolate bars have increased in price by 15%. A Mars bar was 40p. How much does it now cost?

$$5\% = 2p$$

$$10\% = 4p$$

$$15\% = 6p$$

answer: 46p

$$\begin{array}{r} 40 + \\ 6 \\ \hline 46p \end{array}$$

There are 55 bars of dairy milk in a box. There are 20 bars in a crate. I have 13 crates. How many chocolate bars do I have?

$$55 \times$$

$$20$$

$$00$$

$$\hline 1100$$

$$1100 \times$$

$$12$$

$$\hline 13200$$

Answer: 13100

Excellent work Rhys
Nicholson.

as I explain what I chose a particular method to complete some problems

I used the compact method because it is quicker and when I use the grid method my addition is sometimes wrong and it's easier to add using the compact method.

Tuesday 17th March 2015

PPA - CH

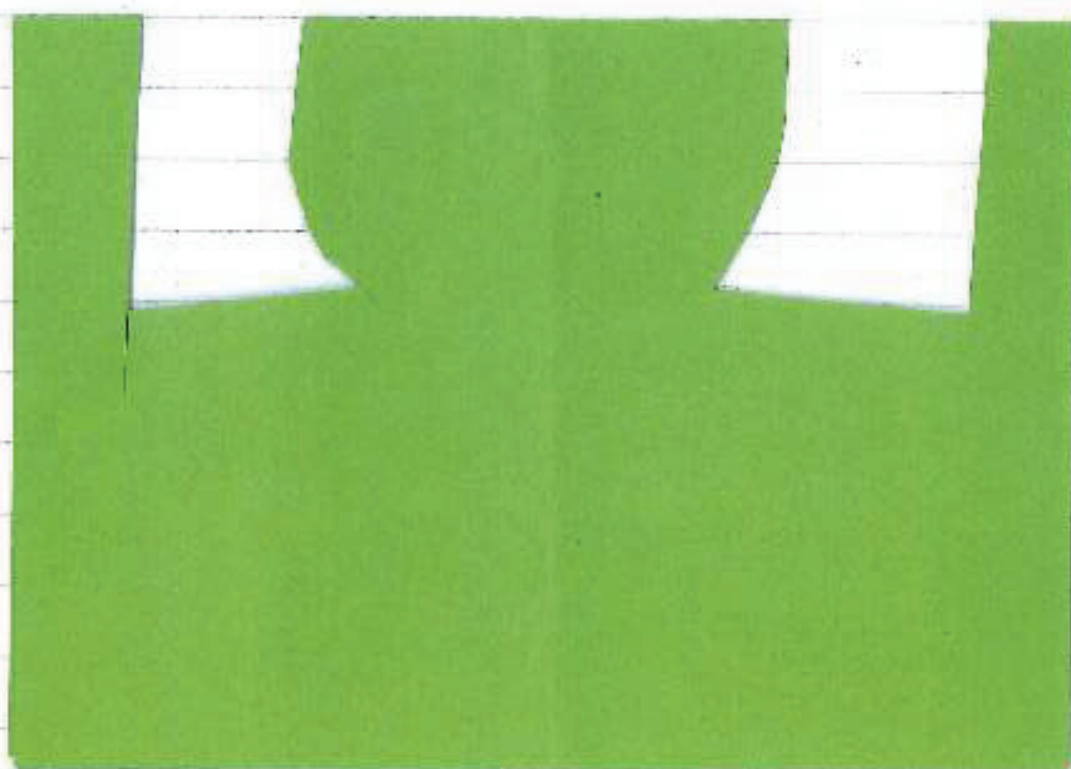
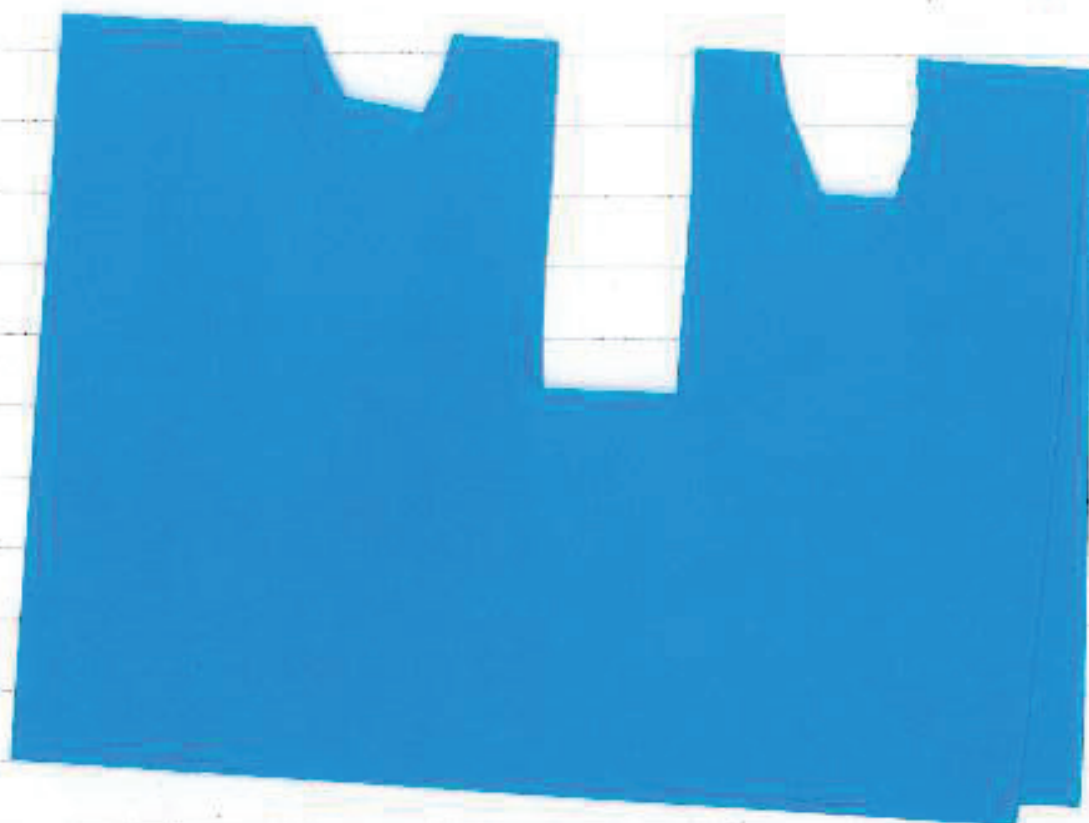
Lo: Can't ~~afford~~ experiment with pop up Mechanisms?

Underline please



Good mechanisms but you
have stuck them in
upside down.

PPA-CH



Date: 5

L.O. Can I create an anti-bullying poster?

Underline
please!

PPA-CH



This is a brilliant poster showing a very clear message... Stop bullying! Well done



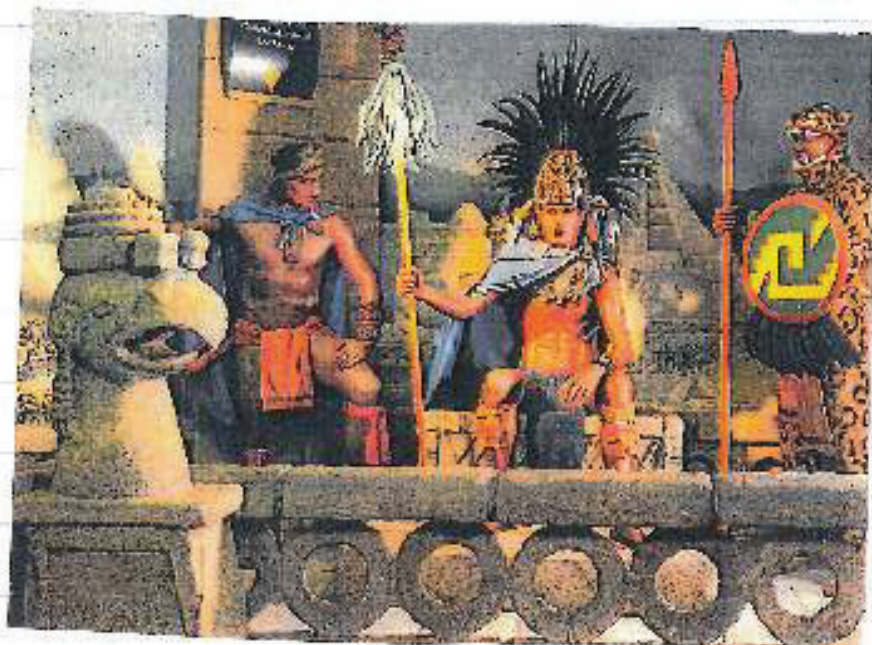
what the bullied victim thinks.

What the bully thinks.

Thursday 19th March 2015

Lo.Corn's read and extract information to answer questions accurately?

The story of Cocoa and Chocolate



The person
Mordern
from is held
at Cadbury
World

1) When was cocoa first introduced into the United Kingdom?
Cocoa was first introduced during the ^{17th} ~~18th~~ century.

2) Who brought cocoa to Europe?

The person who brought Cocoa to Europe was Christopher Columbus. ~~X~~ ^{check this rhy.}

3) Who used the cocoa bean first?

The people who used cocoa bean first was the Mayan [✓] an ancient people living in Central America.

4) What did the Mayan use cocoa beans for besides making

Chocolate?

Besides making chocolate the Mayans also ~~had~~ made a drink called chocolatl and gave it as a carrying at ceremonies. ✓

5) Where did the Mayans travel to sell their cocoa? Who did they sell it to?

To sell their cocoa beans they travelled further afield and some travelled to Mexico to sell their cocoa ^{to} the Aztecs. ✓

6) Who brought cocoa and chocolate to Europe? What was this?

The person who brought cocoa and chocolate to Europe was Don Cortes in 1528. ✗ ¹⁰ Check this answer step.

7) What was chocolatl? Describe how it was made.

Chocolatl was a thick rich liquid that was made by roasting and grinding the cocoa beans and mixing them with maize meal and water. ✗ ¹⁰ what else was used to make this? Vanilla and chili.

8) How did the Spanish version of the chocolate drink differ to the Aztec drink?

The Spanish ~~secret~~ chocolate drink was different to the Aztec by adding cinnamon, nutmeg and sugar but omitting the chili pepper. ✓

Why was the secret of chocolate closely guarded for almost a century?

The secret of chocolate making was guarded for almost a century because cocoa beans were in short supply. ✓

Extra

🔦 Please find three more additional facts Rlys.

Because of their dry climate the Aztecs were unable to grow Cocoon trees. ✓✓



Cocoon trees. ✓

③ Great scanning and extracting of information. You just have one or two questions to check and amend.

24th March 2015

PPA-CH

LO: Can I write an anti-bullying policy for Greenmeadow Primary school? ✓✓(I)

Greenmeadow Primary School Antibullying Policy.

The pupils at Greenmeadow Primary are entitled to a safe ~~enjoyed~~ environment at school. The school and the staff have a zero tolerance to bullying. ✓

The school staff and children will be ^{made aware} of the circumstances and consequences towards bullying. The school recognises bullying as repeated harassment and it will not be excused for any reason. ✓

The types of bullying are:

Emotional - Making others feel alone and excluding them from social activities. ✓

Physical - Slapping, kicking, punching, violence, etc.

Verbal - Put-downs, ridiculing, any type of constant insult said to another pupil. ✓

Psychological - Intimidating actions used to worry or

strike gear into another person. ✓

The consequence involves talks with the bully and the staff will keep a lookout on the victim. If this continues then the bully may be sent to the think tank, unless if parents could come in or even be internally or externally excluded. ✓

Great work Rhys. Good mission statement and clear information in correct order.
Well done !!! ✓

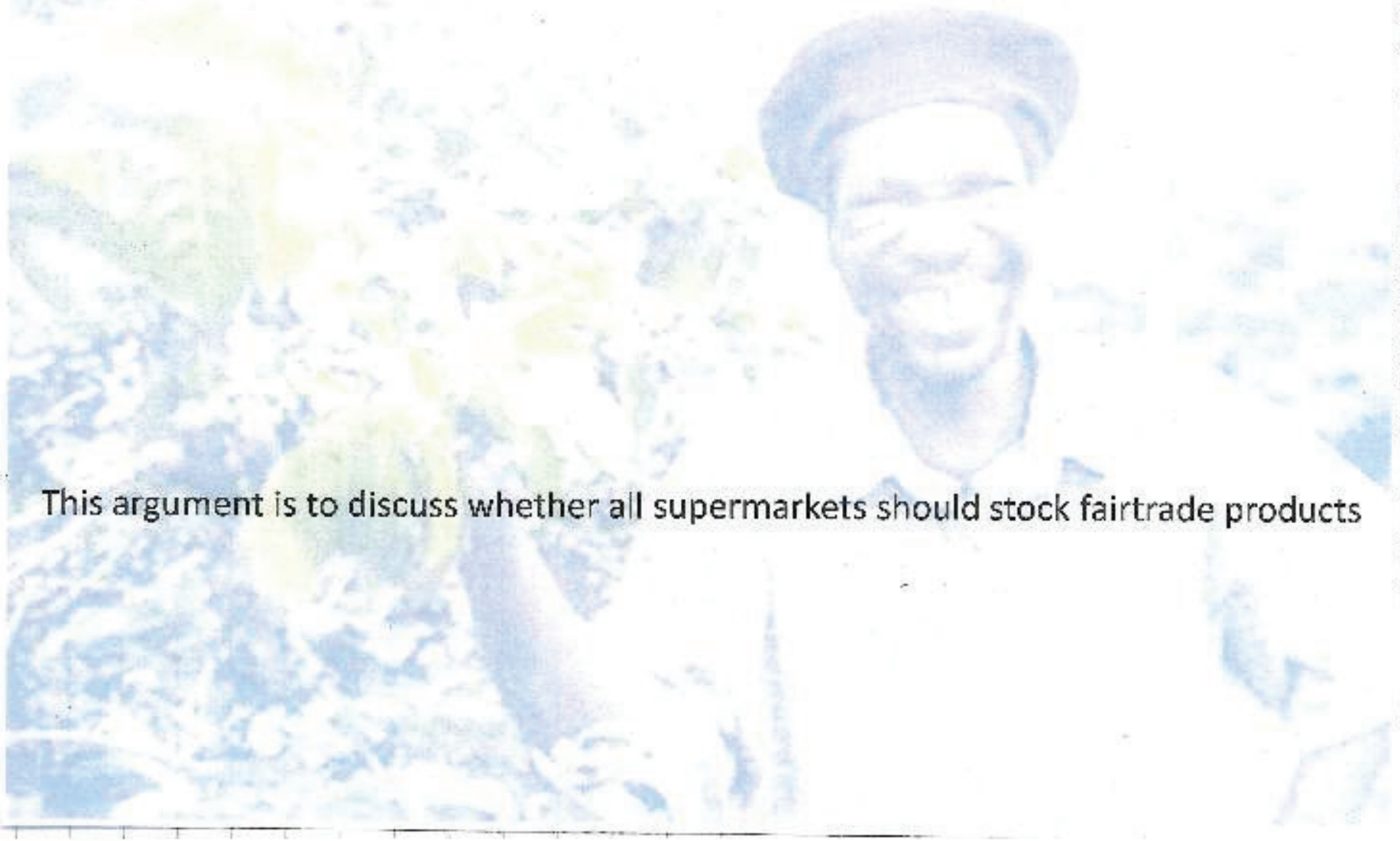
Writing Example 3

To write a balanced argument on the topic 'Should all supermarkets stock Fairtrade products?'. This was linked to our 'chocolate' topic.

Over the course of a week, we did work relating to the key features of a balanced argument.

Writing is independent and unsupported.

Should all supermarkets stock fairtrade products?



This argument is to discuss whether all supermarkets should stock fairtrade products

Thursday 26th March 2015
Topic: Can I write a balanced argument with PowerPoint

Fairtrade is a charity set up to provide money for the less fortunate people in Africa. It gives a small percentage of money from the Fairtrade product to the farmers. But a wide majority aren't buying Fairtrade produce due to the large expense of buying Fairtrade products. There is not a demand for Fairtrade and it is not compulsory to sell it. *fantastic opening / introduction*

Firstly, if all supermarkets sold Fairtrade products then the farmers living in poverty would have a better chance to provide food and shelter for their families, which then could prevent the British public donating money to charities such as comic relief and children in need. *Used connectives*

In addition to this, the amount of chocolate that the Ghanaian farmers produce as we speak will be increased due to Fairtrade giving them a substantial salary. Unlike now, the farmers would be able to afford more equipment to farm their products! *2.3 million? Is this an accurate source? How do you know?*

Another thing, £23 million is donated to Fairtrade and this number is at an all time low, the money collection should be much higher but because of the lack of supermarkets selling Fairtrade produce the profit given to farmers is not enough.

However some may argue that Fairtrade products cost a considerable amount of money and because of the high price we as consumers are buying products that are not in the Fairtrade range.

Furthermore some supermarkets sell their own products in order to make a profit. If Fairtrade was made compulsory then some shops may find financial struggles or may even go out of business. This then making less places to sell Fairtrade produce, and making the charity run out of money. *Excellent point Rhys*

As well as this a large majority of money from the chocolate bars goes to the government, and people shopping argue that there isn't much point in buying Fairtrade products because it doesn't go to the cocoa farmers. Another problem the public face is taxes and without paying the government for chocolate bars they feel they already pay enough.

In conclusion I think that Fairtrade is a magnificent idea but the prices should be lowered slightly and more money should be paid to the cocoa farmers instead of the government. What do you think? Should Fairtrade be made compulsory to sell in supermarkets? *I agree with your conclusion Rhys!!*

W@ This is an excellent balanced argument Rhys. You have recorded points that nobody else in the class have considered. A very mature piece of work. Use of varied connectives and very valid points 'for' and 'against'.

Should all supermarkets stock fairtrade products?

Balanced argument checklist

I can use an introduction. ☒

I can give for and against arguments. ☒

I can use connectives ☒

In support of this... Furthermore... However... Despite...

I can conclude and give my view. ☒

Powerpoint tools checklist

I can create a new presentation. ☒

I can add images to support text. ☒

I can use picture tools to create effects. ☒

Format... Recolour... Washout... Send to back...

To improve further I will...

Prattine using a text box over a Washout photo.

✓ (E)

Oracy Example 3

To participate within a group debate to discuss if all supermarkets should stock Fairtrade products.

Context: Topic - Chocolate, Literacy text: Charlie and the Chocolate Factory by Roald Dahl

Assessment task: Can I take part in a group debate?

Level 3

- Pupils talk and listen confidently in different contexts, exploring and communicating ideas.
- In discussion, they show understanding of the main points.
- Through relevant comments and questions, they show they have listened carefully.
- They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail.
- They express an opinion simply.
- They are beginning to be aware of standard forms and when they are used.

Level 4

- Pupils talk and listen with confidence in an increasing range of contexts.
- Their talk is adapted to the purpose: developing and organising ideas thoughtfully, describing events and conveying their opinions clearly, including reasons occasionally.
- In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas, needs and views.
- They can suggest changes in vocabulary and style which would improve talk.
- They use appropriately some of the features of standard English vocabulary and grammar.

Level 5

- Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature.
- Their talk engages the interest of the listener as they begin to vary their expression and vocabulary.
- In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views.
- They develop their talk purposefully and when expressing opinions they provide reasons to support their views.
- They are able to evaluate talk and understand how changes in vocabulary and style can improve its quality.
- They begin to use standard English in formal situations.

*✓ Confident / Quite formal.
Responsive to what others say.
Varied vocabulary*

Level 6

- Pupils adapt their talk to the demands of different contexts with growing confidence.
- By varying their vocabulary, expression and tone, they engage the interest of the listener.
- Pupils take an active part in discussion, using evidence to support their views.
- They show understanding of ideas and consider how and when to respond to others.
- They express opinions and can use evidence to support their views.
- They are able to evaluate their own and others' performance as speakers and can suggest ways to improve.
- They are usually fluent in their use of standard English in formal situations.

Name: *Rhys*

Level achieved: *5*

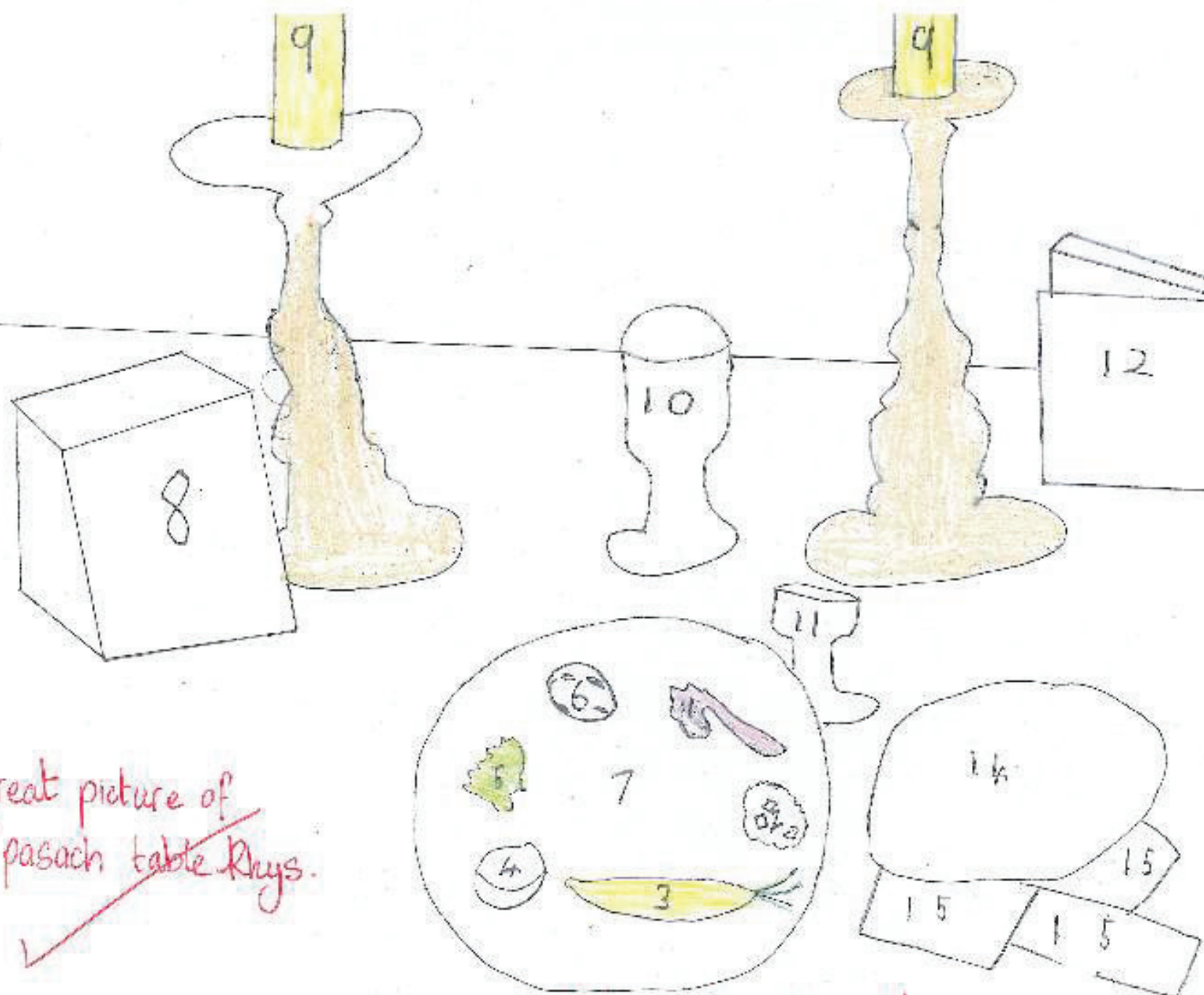
Date: *march 2015*

Target:

Tuesday 14th April 2015

PPA-CH

Lo'iem I draw and label the Passover meal called 'Pasach'?



A great picture of the pasach table Rys.

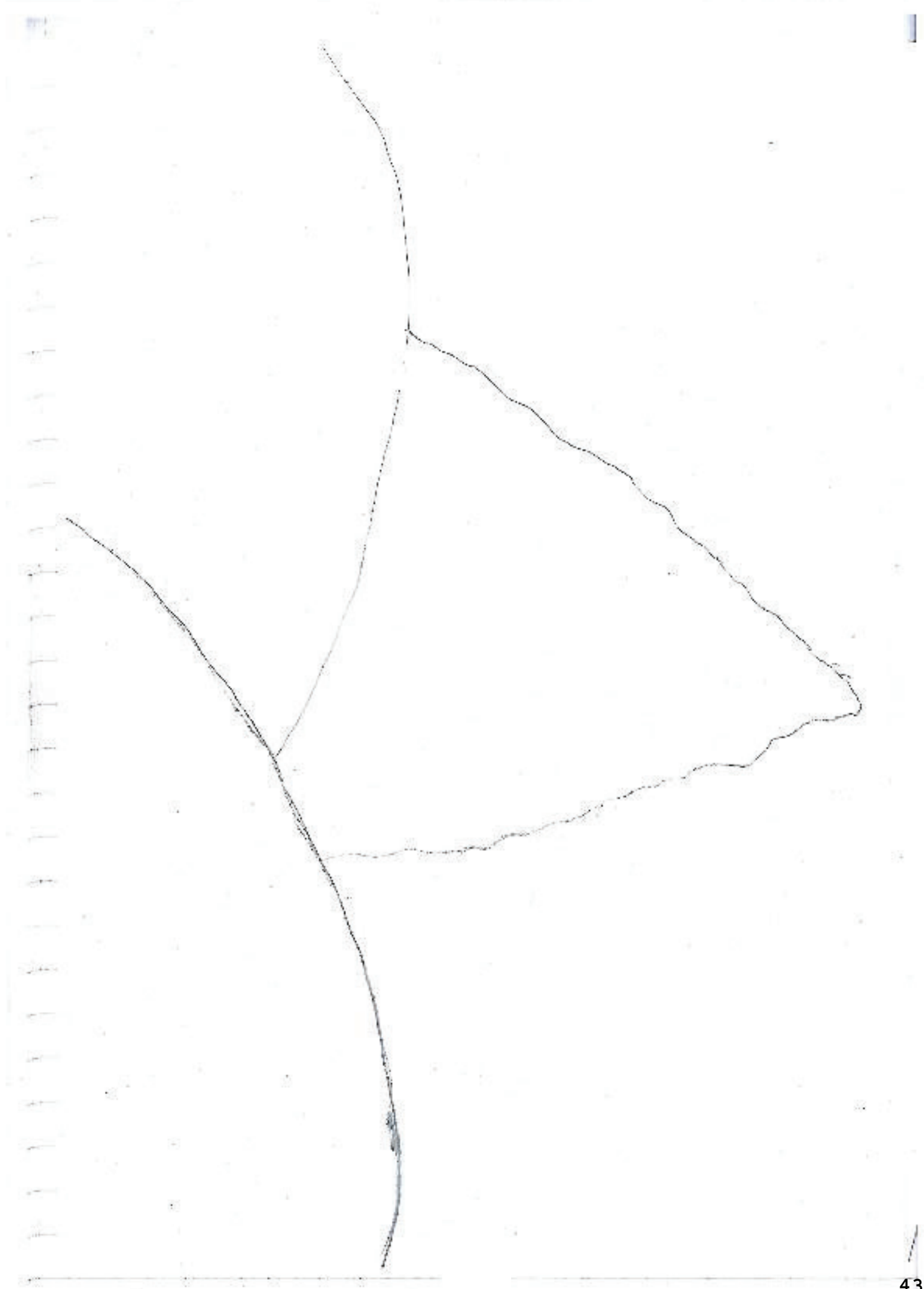
Colour this please!

- 1) Bone - symbolises the blood of the Lamb.
- 2) Charvat - sweet mixture symbolises moror of Irealite's.
- 3) Moror - bitter herbs symbolises bitterness Irealite felt.
- 4) Soft water - symbolises Irealite people's story.
- 5) Karpas - Parsley dipped in water symbolises new growth.
- 6) Boiled egg - symbolises new life.
- 7) Seder plate - shows symbols of 10 plagues.
- 8) Bot Matzo - unleavened bread symbolises the speed the Irealite left.
- 9) Candle sticks - Markers light at start of meal.
- 10) Elijah's Cup - symbolises freedom.
- 11) Glass wine - symbolises family.
- 12) Haggadah - Passover story.
- 13) Bitter wine - bitter wine.

14) Matson Cover - Placed over 2 pieces of Matson bread.

15) Same as number 8. Unleavened bread signifies the speed the Israelites left.

Great work Rhys.
Well done!



Thursday 23rd April 2015

PPA -

LO: Can I write about the Patron St of the UK and Ireland and their celebrations? ✓ (I)

Wales, St David 1st March

St David became the patron saint of Wales by spreading the word of God around the countryside of Wales, and abroad. We celebrate St David's day by having daffodils and dressing up in traditional clothes. Tradition we eat Welsh cakes, sawl and leek because it is our emblem. ✓

England St George 23rd April

St George became patron saint of England by defeating a dragon to save either his land or his life or to save the English community. They celebrate this by eating biscuits made out of oats with icing that is bitter to show how much blood and tears and sweat St George had had to fight the dragon who was going to destroy the village. ✓

Scotland St Andrew 30th November

When the Scottish community were being invaded St Andrew to wake and save Scotland with his little flower. He poked them all to wake them. They were asleep because they were asleep. ✓

Celebrate this by eating a celebratory haggis, Mashed potato and ^{Swede} ~~new~~ they also drink Scottish whisky to represent the ~~shortness~~ of the ~~haggis~~ to wake the ~~scottish~~ community.

Ireland St Patrick 17th March

St Patrick was born in Wales but was sent to Ireland to rid the country of demons. All the snakes who were ~~closed~~ or demons had been ~~take~~ taken away. They celebrate this by dressing up and parading around the street whilst drinking ^{Guinness} ~~guinness~~ and eating potato ~~claker~~ ✓

You achieved the LO Rhys.

Reading Example 4

(Reading response to non literary text)

Read Amazing Mirrors.

Read and respond activity. Rhys read the text, retrieved and collated information to complete an explanation of how the eye works.

Read and respond. Able to retrieve and collate information. completed independently.

Monday 27th April 2015

Lo: can I explain how the eye works? yes!!

Have you ever wondered how the eye allows the sense of sight? How you can view objects in all different colours, here is some information that can answer your questions. ✓

How the eye works



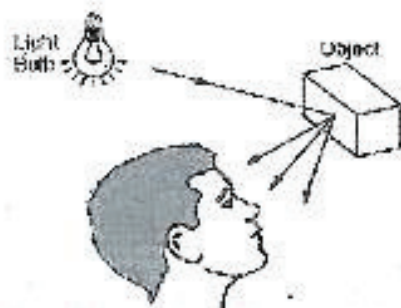
When you look at an object the light from that object enters your eye through the pupil. The lens then inverts the image to the back of the eye (retina). When the image is visible in the eye it is upside down, but the brain automatically switches it the right way. ✓

www.scienceforums.org.uk
↑ good reference.

Looking through a mirror

A mirror produces a reflection into your eye the object's light bounces off the mirror's shiny surface. The brain tells the body that light travels in a straight direction so we see an image behind the mirror where the light appears to have come from. ✓

interesting!! www.bbc.com/health/topics/kids



Did you know

the iris makes the pupil larger or smaller depending on how bright the light is. The lifecycle of an eyelash is 90 days. I didn't know that

✓ ② A superb read and respond activity Rhys.

The pupil's work was based on 'Amazing Mirrors' (Rigby Navigator/Pearson), pages 14 – 17 and accompanying worksheet pages 20-21. Permission is being sought to reproduce the extracts as part of this material.

Tuesday, 5th May 2015

PPA-CH

LO: Can I write about Hanukkah? ✓✓(I)

Hanukkah is a Jewish celebration held annually for eight days. Hanukkah is celebrated because the Jewish religion was in a battle against the Greeks, for over the rights to be able to practice their religion freely. They celebrate this in 8 days because when the war was taking place it light an oil candle in a temple. The Jews only thought there was enough oil to burn for 1 day but miraculously it continued burning for 8 days. A Menorah or Hanukkiyah is a candle holder which the Jews light each day of the Hanukkah celebration. Light is a big part of the festival because it shows that God is with them. To celebrate this the children play with dreidels. A spinning top game where you play with money. It has 4 symbols one to represent take all the money, another take half the money another take two and a take none. They also eat special potato cakes called latkes, and other oily foods to represent the oil candle. Parents are also given.

dreidel



Menorah



Great facts. Well done. Go and make a dreidel



Great stamp show a clear message that the product is Kosher!

Thursday 12th May 2015

PPA-C

LO: Can I design a kosher food staff and menu? ✓✓(I)

My Kosher menu

Starter

Leek and potato soup ✓

Main Course

Pasta and tomato sauce

(Pasta ~~with~~ with a tomato sauce) ✓

Dessert

Chocolate fudge cake with
Vanilla ice cream

To drink: lemonade, coke, fruit juice, or tea ✓



What a great Kosher menu. Well done ✓

Level 5: Learner profile

The materials in this folder consist of a learner profile which is judged to show the characteristics of a learner's standards of attainment which, overall, are at level 5. The commentary should enable the reader to see why the learner profile has been given a best-fit level 5.

The level of detail exemplified here in the commentary is intended to give a good sense of how a best-fit level can be fully justified, in the case of learner profiles. For in-school awarding of best-fit levels at the end of a key stage and in-school moderation, it is still necessary for the teacher to justify that the range of work required is covered and the appropriate standard reached to award a best-fit level. How this is demonstrated is for each school to determine.

A learner profile will typically contain the work of one pupil from across the range of the subject and provide sufficient evidence to enable a judgement to be made on the level which best fits the standard represented in the profile. A learner profile should be as straightforward as the pupil's book or books which show evidence of the characteristics of levels and relevant attainment target(s). Other work which would give the complete picture of a pupil's standards might include a theme/topic book, audio visual recordings, reading record. A commentary on the learner profile will make clear how, on balance, the best fit judgement has been reached and why it is not at the level above or below if it is borderline. The commentary will signpost where the evidence of achievement at a particular level can be seen in the exercise book or other original material produced in the year.

English: Learner profile

Level 5

AT1: ORACY

Evidence needs to include speaking and listening individually, in pairs and in groups, in order to present, talk and perform for a variety of audiences.

Comment	Source	Reference
The pupil's talk engaged the interest of his peers and he varied his vocabulary and expression (L6). He developed his talk purposefully and was able to express his opinions, providing reasons to support his view. The pupil responded well to class questions, including the use of humour. He was able to evaluate his talk.	English Book 2	pp 1-3
The pupil's character portrayal as a radio presenter was engaging and interesting for his listeners as he varied his vocabulary and his expression. He played the role with confidence.	English Book 1	pp 74-76
In debate, the pupil paid close attention to what others said, asked questions to develop his ideas and made contributions that took account of others' views. He took an active part in the discussion, using evidence to support his views, for example ' <i>Africa is a much larger country than Britain</i> ' (L6). The pupil developed his talk purposefully and, when expressing opinions, provided reasons to support his views. The pupil was a clear and confident participant and used standard English. He adapted his talk appropriately and with growing confidence (L6).	Topic Book 2	pp 38-39

AT2 READING:

Reading evidence should include **literary and non-literary** evidence.

Comment	Source	Reference
The pupil was able to select essential points from his reading of Chapter 1, such as ' <i>Willie Beech was not a well-looked after boy</i> '. He was able to select relevant words, phrases and information in order to comment on their significance and effect (L6). He was successful in justifying his opinion of the character of Willie, using the 'point, quote, explain' technique accurately and with	English Book 1	pp 50-53

relevance.		
The pupil read clearly and with expression, responding confidently to questions. When discussing aspects linked to science work, he was quick to use the information he had read to support his views verbally. He used organisational features effectively to find and retrieve information. Written follow-up showed a clear and detailed explanation of how a solar eclipse happens, using diagrams. He successfully retrieved and collated information from a range of sources, including a library book and the internet.	English Book 2	pp 10-14
The pupil was able to identify key features, themes and characters by accurately reading a playscript and representing its content in the form of a letter. Inference and deduction have also been used effectively in order to convey the perspective of Sir Accolon.	English Book 1	pp 96-99
The pupil could select essential points in the text. He used organisational features such as sub-headings effectively to find and retrieve information. Written follow up provided a clear explanation of how the eye works, including diagrams, using information retrieved and collated.	Topic Book 2	pp 46-49
AT3 WRITING: Writing evidence should include literary and non-literary evidence.		
Comment	Source	Reference
The writing engages and sustains the reader's interest (L6). The learner has used a range of sentence structures and varied vocabulary to create effects (L6). Spelling is generally accurate, including that of irregular words (L6). Work is legible and well presented.	English Book 1	pp 25-28
The writing is varied and interesting and often engages and sustains the reader's interest (L6). A range of sentence structures and varied vocabulary are used to create effects, for example ' <i>I see a sorrowful willow tree dangle like a bride's veil and the perishing smell of mothballs could make a pig smelted in earth, gag</i> ' (L6). A range of punctuation is used, generally accurately. Work is legible and well-presented.	English Book 1	pp 14-19

The pupil understands this genre of writing and the piece is formal in style. He can present information for a variety of purposes and express opinions, developing some points in support of a point of view (L6). Punctuation is generally accurate but a wide range is not used.	Topic Book 2	pp 34-36
Writing is varied and interesting, conveying meaning clearly. Vocabulary choices are varied to create effects (L6). Words with complex regular patterns are usually spelled correctly. The writing is legible.	English Book 1	p 29

Best-fit level: Summary

ORACY: There is evidence of the learner talking and listening confidently, including in formal contexts and using standard English. Talk engages the listener through varied vocabulary and expression. The learner is able to ask questions, develop ideas and provide support for their views. He is also able to evaluate the effectiveness of their talk. Best fit Level 5

READING: The learner reads and responds to a wide range of texts, and is able to make use of inference and deduction. He can identify key themes, features and characters in what they read and can make reference to relevant language to support their views. The learner uses a range of sources to retrieve and collate information. Best fit Level 5.

WRITING: The learner writes clearly in a range of forms, including the use of a formal style. They use reasons to support the opinions they express. Complex sentences are used effectively and punctuation is accurate. Some Level 6 characteristics are apparent, but the best fit is Level 5.

OVERALL LEVEL: Although there are aspects of work demonstrating Level 6, the overall best fit for English is Level 5.